# Core Program Summary

## Into Reading

### Information

**This program was approved for use in:**

* **Kindergarten**
* **First Grade**
* **Second Grade**
* **Third Grade**

**Core (Universal) Programming:** A reading program that is used to help guide both initial and differentiated instruction in the regular classroom. It supports instruction in the broad range of reading skills (phonemic awareness, phonics, fluency, vocabulary, comprehension) required to become a skilled reader. It contains teacher’s manuals with explicit lesson plans and provides reading and practice materials for students (FCRR, n.d.).

**Please access the scored rubric online to review the specific criteria and feedback for each approved core reading program.**

Rubrics are available for all instructional program reviewed from the CDE upon request. Please contact Marisa Calzadillas at Calzadillas\_m@cde.state.co.us.

The Colorado Reading to Ensure Academic Development Act (READ Act), passed by the Colorado legislature in 2012, focuses on early literacy development for all students kindergarten through third grade and especially for students at risk of not reaching grade-level proficiency in reading by the end of third grade. Included in the READ Act is the requirement that the department shall create an advisory list of evidence-based or scientifically based instructional programming in reading, pursuant to C.R.S. 22-7-1209.

The main purpose of the READ Act Advisory List of Instructional Programming is to provide districts and schools with a choice of instructional programming that adequately enhances teacher quality and is a major vehicle that schools/districts can utilize to upgrade their capacity as it relates to the implementation of the evidence-based literacy practices.

### CDE Core Program Rating Summary

**Kindergarten:** Meets Expectations in all reading components

**First Grade:**

* Phonological and Phonemic Awareness – Meets Expectations
* Phonics and Word Study – Meets Expectations
* Vocabulary – Meets Expectations
* Text Reading and Fluency – Partially Meets Expectations
* Reading Comprehension – Meets Expectations

**Second Grade:**

* Phonics and Word Study – Meets Expectations
* Vocabulary – Meets Expectations
* Text Reading and Fluency – Partially Meets Expectations
* Reading Comprehension – Meets Expectations

**Third Grade:**

* Phonics and Word Study – Meets Expectations
* Vocabulary – Meets Expectations
* Text Reading and Fluency – Partially Meets Expectations
* Reading Comprehension – Meets Expectations

**Usability:** Meets Expectations

**Review Comments:** Programming materials include controlled, decodable texts. However, the program also utilizes assessments for fluency and accuracy using leveled text assessments for the purpose of placing students into leveled readers. These assessments do not align to specific skill deficits or instructional needs. The leveled text students could be placed into include words with phonics patterns which are more advanced than the skills previously taught. Guided reading coaching cards explicitly direct teachers to encourage word recognition strategies such as "look at the picture for clues to read the word" and "point to the first sound of the word (rather than the whole word) to help solve the word." Guidance for Colorado use of this programming must be specific to ensure alignment with scientifically based reading research on word recognition.

### Vendor Information and Program Summary

**Vendor:** Houghton Mifflin Harcourt

**Publication year (or edition): *Into Reading***, 2020

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**Vendor provided summary:**

***Into Reading*** is a comprehensive English language arts program that provides explicit, systematic instruction across all strands of literacy—reading, vocabulary, English language development, foundational skills, and writing—all based on trusted research and recommendations from the International Literacy Association (ILA); the International Reading Association (IRA); and other significant research in the areas of literacy education, the science of learning and cognition, teacher preparedness and instructional practices, equity and diversity in literacy education, growth mindset, and digital learning. Additionally, and since foundational skills are the crucial underpinnings of instruction for children to become fluent, confident, and thoughtful readers, ***Into Reading*** promotes mastery of the foundations of reading through a structured sequence developed in close concert with program authors Dr. Anne Cunningham and Dr. Shane Templeton. Daily instruction follows a gradual release model across the full range of the foundational literacy skills: Phonics, Phonological Awareness, Print Concepts, High-Frequency Words, Decoding, Spelling, Word Study, Handwriting, and Fluency.

Reading instruction is augmented by the *Notice & Note* protocol from program authors Dr. Kylene Beers and Dr. Robert E. Probst. This approach to close-reading and annotation is explicitly taught by providing common fiction and nonfiction “Signposts” for students to identify while reading and “Anchor Questions” that foster deep textual analysis. The *Teacher’s Guide* provides guidance for the *Notice & Note* strategy, as well as teacher support for linguistic and conceptual barriers in the form of the *Text X-Ray* and *Text Complexity Rubric*.

At the heart of the program’s instructional design is data-driven differentiation. Fed by usage data and teacher observations, the benchmark, summative, and formative assessments of ***Into Reading*** bring student growth into focus. ***Into Reading*** includes the *HMH Reading Growth Measure*, an online, adaptive, research-based assessment. Administered three times a year, the *HMH Reading Growth Measure* tracks longitudinal progress and provides teachers with crucial data regarding student progress and growth. The ***Into Reading*** program’s powerful online platform, Ed: Your Friend in Learning, uses the data from this and other program assessments to steer teachers toward meaningful differentiation, monitor student progress toward goals through robust reporting capabilities, and, ultimately, improve student outcomes.